

# Not For Display - For Teacher Use Only

XXX School District

\* AD/HD, LD age 14\*

## Behavior Support Plan

*For Behavior Interfering with Learning of Student or Peers*

Student Chad IEP Date of This Addendum 5/10/98  
Behavior impeding learning is refuses to complete work at times, verbal aggression(threats, swearing) to teacher  
It impedes learning because reduced productivity = reduced skills learned, disrupts others  
Team estimate of need for behavior support plan ☐ extreme ☐ serious ☒ moderate ☐ needing attention, early stage intervention  
Current Frequency/Intensity/Duration of Behavior approx 3x week  
Any current predictors for behavior? tasks he thinks are hard, esp. written language, tests  
IEP Team believes behavior occurs because (team hypothesis-behavior function) Chad is fearful of performing poorly - behavior is a protest & attempt to escape task  
What team believes student should do instead of the problem behavior (match to hypothesis) use strategies to reduce fear/anxiety (e.g., self-talk), use self-advocacy (e.g., asks for accommodation)  
What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) no instruction yet for reducing anxiety, low verbal negotiation skills. No training as of yet.  
Behavioral Goals/Objectives related to this plan: Complete 90% assignments, use verbal negotiation strategies & time away when too stressed to work (see IEP)

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed ..... ☒ yes ☐ no  
To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) ..... ☐ yes ☒ no  
To achieve this outcome, environmental supports or changes are needed ..... ☒ yes ☐ no  
Are curriculum accommodations necessary? ☒ yes ☐ no Is there a curriculum accommodation plan? ..... ☒ yes ☐ no  
BSP to be coordinated with other agency's service plans? ☐ yes ☐ no ; Person responsible for contact \_\_\_\_\_

### Teaching strategies and necessary curriculum or materials for new behavior instruction

\*Learn relaxation strategies/verbal negotiation strategies w/ RSP teacher 2 x week, 30 min practice (see attached "Teaching of a New Behavior"), use verbal negotiation in peer Stop/Think program as taught by counselor 2x week. (Estimated instructional completion time: 4 weeks) Self-Advocacy training RSP, 6x quarter in small group

By whom? RSP teacher & counselor How frequent? on-going, see above

### Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Interactions - De-escalation techniques by teacher allowing 2- choice formats for task refusal in soft voice (1) work with help, (2) take a breather (time away)

Time - tasks broken down into minimum of 4 parts for 30 min to earn points toward home delivered reinforcer monitored by Chad's mother, school staff = general ed. math teacher, + RSP to teach task pacing to math teacher.

Who establish? teachers Who monitor? RSP and general ed. teacher

### Reinforcement procedures

Access to note home establishing work acceptable level reached. Any use of verbal negotiation = praise from teachers, phone call home each time for 6 trials, then written note only. Mother established point system (see attached) 25 points = new CD

By whom? teacher/mother Frequency? daily

### Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

1. Chad to complete "My Inappropriate Behavior" with counselor assistance if task refusal leads to verbal aggression after calm state is reached.
2. Teacher to offer 2 choices: 1) calm down/talk in 5 min. 2) Calm down/take a break/talk when ready that period or during last period study hall-

Personnel: counselor for #1, teacher for #2

### Communication provisions Daily/Weekly Reports/Record Keeping

For each "My Inappropriate Behavior," the Counselor will log form, goes to IEP team quarterly. Daily Productivity report to parents in writing and on, phone answering machine if problem occurred that day.

Between Chad, Counselor, teacher's IEP team, parents Frequency? Daily Report & Quarterly log of each verbal aggression